

[The Journal of Pedagogy]

[Vol. 1 No. 6]

[1895-05]

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# THE JOURNAL OF PEDAGOGY

Published Monthly under the auspices of the Department of  
Experimental Pedagogy, Brigham Young Academy.

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VOL. I.

PROVO, UTAH, MAY, 1895.

NO 6.

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## *LESSONS IN PICTURES.\**

RAPHAEL SABA was much given to meditation. Why men and women were born: Why they could so swiftly spring up and have kindled within them such hopes and dreams, only in a little while to fade away and disappear, were problems which vexed poor Saba day and night, year after year.

At last he reached a point where he could no longer sleep except by calling drowsy mixtures to his aid. So little by little he began to use hasheesh. The appetite naturally grew upon him until the extract of hemp became a necessity.

One night he took the potion, as usual, and gave himself up to dreams.

In a little while a strange, wonderful light began to warm his room. It was like a composite picture of a multitude of halos, so soft it was, so filled with peace, so potent it was to take away all anxiety and care. He thought as he watched the soft radiance how glad he was that he had not fallen asleep, lest he would have missed the benign light, and the sensation of infinite peace.

But while watching and wondering, the light increased in splendor, and then the door, which he had safely locked, swung back on noiseless hinges and a stranger entered, a stranger of stately mien and majestic presence. His attire was not like any modern attire. He wore a helmet with visor raised; a robe which was between the toga of a Roman and the flowing vestments of a Rabbi.

Raphael wondered that he felt no fear, no apprehension, nothing but curiosity and admiration and the sense of delicious peace.

The stranger carried a large roll under his arm, and, nearing the couch on which Saba was reclining, in a voice like music he said, "All blessings upon you and good evening."

Raphael returned his salutation and, rising, swung around an

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\* An address delivered by Hon. C. C. Goodwin, before the Polysophical Society, B. Y. Academy, Friday evening, April 19, 1895.

easy chair and begged the in-comer to be seated. The stranger thanked Saba, and added: "If I will not be intruding and you can spare the time, I would esteem it a great pleasure to show you some old pictures, reproduced by a new process, that I may have your criticism of them. They are not for sale; there is but one way through which they may be obtained, and that requires much time; so I pray you do not suspect me of having any mercenary designs in intruding thus upon you."

So saying, the stranger turned toward the light and Saba caught a perfect view of his profile. His face was straight and clear-cut, like the face of a Grecian statue. From beneath his helmet long locks of fair hair fell, and the light of his eye was like the sheen of a star.

Without more words he took the roll from under his arm and began to unfold it. It was a scroll, and the picture painted upon it began to appear. Saba's thought was, "Nothing so beautiful was ever before seen."

There was a mighty river rolling on and on; the banks on either side were green with an almost tropical verdure; strange trees grew here and there; amid their branches wonderfully bright plumaged birds were singing, and a voice seemed to come out of the picture itself, which said:

"This was when the world was young and when as yet over the record of Time it was sweet to dwell. Youth is always beautiful. See how it was when the earth and all that therein was, rejoiced in comely youth."

The roll continued to unwind, and Saba soon saw that each picture covered the days and nights of a century.

At last near the mighty river a pyramid began to take form, and Saba then knew that it was Egypt that he was looking upon; Egypt as it developed under the hands of men.

The Pyramids grew into place; the Sphinx took on its form; great cities that were ages in building were at last completed; little scattered bands of half-naked men at last swelled into grandly caparisoned armies; at last, too, rude chiefs changed into great kings, and their dwelling-places became palaces.

The valley changed into fruitful fields; after a time wise men were seen watching the heavens, studying the procession of stars and then hewing upon the irresponsive stones the knowledge they had gained. The men, who were but cave-dwellers at first, increased in stature and in knowledge; as they advanced they gave more and more reverence to woman, and she in response became so fair that to see her, men came from afar.

The fullness of splendor and of power was at length achieved,



then the decline began; then great battles were fought; the people lost control of the lordly river they had turned aside to make fertile their fields; famines came; the abuse of the subjects by the rulers, which had always been very great, was increased; at last the land was invaded, subjugated and turned over to rapine and spoliation, and so the decline continued until finally the splendor had all vanished and nothing remained as at first, save that the great river, fed by its springs in the hills, kept rolling on and on.

Egypt attained great splendor, but Egypt was ruled by cruelty; the burdens of the poor at last became an unbearable load, and Justice decided that all her power, all her pomp, all her false pride, should be humbled in the dust because she was, as a nation, no longer fit to live.

But the scroll kept unrolling; another land appeared; the history of another nation was unwound. This was Chaldea, and it made a more winsome picture even than Egypt. There was higher genius in the men, more loveliness among the women, than Egypt could boast.

They were superior in architecture; they were more profound in astronomy; they carried engineering to a high plane; they learned the lesson and brought it into actual use, that it was possible by utilizing the waters of a country and putting them under such control that they could, when needed, supply life to the land, to sustain within a limited area a vast population. They were skilled in many arts; their vessels of gold and silver, their setting of gems, their fusing of metals—were marvels of exquisite workmanship. They built towers, cities and palaces, they swung gardens upon arches, and later when Persia was merged into their country, they invented astrology; poetry was born unto them and words were framed into rhythm, carrying thoughts behind them which still charm mankind.

The scroll kept unwinding, and that the connection might be complete, some of the centuries had to be repeated to make clear how Persia and Media advanced from nothingness to a splendor which made such an impression on the early world, that flashes from that light still come down the ages and awe men with their refulgence.

One of the fairest pictures showed the advance from barbarism until there grew with knowledge, a conviction in the minds of the wisest that the universe did not come of chance; that there must be an unknown, incomprehensible, all wise Creator; that to Him men owed all things of good, and then the sacred magi, studying the stars, at last reached the conclusion that the sun, being the source of all light and life, must be that deity, or at least the home



of that deity, and then the worship of the sun began. They built no temples, no lofty spires, no altars. They knelt only upon the ground; they offered their gifts and devotions only on Mother Earth, for they, like all succeeding thoughtful men, grew humble as they watched the swift procession from the cradle to the grave, and knew that pomp and pride and self-glorification were but vain exhibitions which did not become men, looking backward to their births, or looking forward to their deaths.

The pictures made then were among the brightest on the wonderful scroll for the change from the savage to the cultivated man, bowing in reverence before a God which he had faith to believe existed, but which, in his humility, he admitted he could not comprehend, showed the whole compass and cube of human aspirations.

Under the light of that knowledge the men became most commanding; how beautiful the women were, can only be imagined by flashes of descriptions which have come down to us like that of Panthea and of the women who, even in Babylon's decline, made that city, with her triumphal works, her impenetrable walls, her achievements in arts and arms, more famous for the loveliness of her daughters than for all her other wonders.

It was there that the first songs ever set to music were written and sung, and where this was portrayed on the winsome picture the letters were all in gold, the tints of the picture were all radiant ones, for the singing of the first song was a sign that the hearts of men had begun to grow softened. But her glory passed away at length. There were dissolute kings, and again the cries of God's poor ascending to heaven, called down the decree that the superb city and nation should in just retribution go back to the dust out of which they had sprung.

Then India was portrayed as it shone under the sun of the long ago. With infinite wonder Saba counted century after century, while the wild men were becoming enlightened and while learning the discipline necessary to organize and maintain a government. When this was accomplished and kings ruled in state and the subjects accepted the rule, Saba noted on the margin that all that had been accomplished so long ago that seventy-five generations of men, after that, lived and died before the coming of the Messiah.

A great commerce was built up there a thousand years before the Christ came; there were mighty wars and convulsions; the millions that died, who can compute their numbers? But learning advanced, and when at length the strength of the people had attained full power, a creed was spread among them that taught



only peace and mercy, and so, while among the priests and scientists a subtle scholarship was inculcated, they descended from a ruling to a serving people, and the picture at length became so pathetic that Saba's eyes filled with tears and he said to himself: "It is true, nations, like men, advance from nothing; they gain full power, and then comes the decline.

What more pitiable than a once great nation returned to cap and slippers, and with bowed head, tottering too long upon the earth?"

The history swept on—the history of Phœnicia, Syria, Carthage, all those peoples who, coming from out the darkness of barbarism, made their marks upon the world. The Trojans, the Tyrians, those horse-tamers and ship-builders, those men who first ventured out where the winds and the seas have their revelries, those men who learned the weavers' and dyers' trades and who made the dyed garments of old.

The pictures of the nations which sprang up on the farther shores of the Mediterranean, and of the people who there rocked really the first cradles of civilization; the men who first reduced war to a science; who, with ships upon the sea and camels upon the land caused what had been but barter to take on the majestic proportions of international commerce; who first coined money and established the value thereof; who planned the first rude machinery to help mortals in their work; who, by their worship of deities in their own creation, caused the fact to be made clear that religion is an instinct inherent in the human soul; that, poised on this narrow dividing line between the cradle and the grave, would fain, if possible, cultivate some faith which would be a support when the lights of earth begin to grow dim and the roar of the dark waters to boom on the dulled ear. These nations one by one sprang into life, one by one they faded away, for they, too, were founded in cruelty, carried on with cruelty and false pride, and their poor crying to unknown gods, called down upon them, one by one deserved vengeance.

The next picture that illuminated the august scroll was the Holy Land and its chosen people. There was the mighty exodus; the tragedy at the Red Sea; soft and low, as through a telephone, Miriam's song was repeated; the lightnings were portrayed that blazed when the thunders shook Sinai; the view given Moses from Pisgah was unfolded, the slow growth of the nation, the captivity and leading away to Babylon; the restoration and the advancement that followed; the majestic spectacle of the great temple's dedication.

The sunlight that was reflected back from its gilded roof was



perfectly portrayed, and to Saba was given the reflection of how the Psalms, the Songs of Solomon and Isaiah were written, while out from the picture some of the music came softly of those who sang and played before the sovereigns of Israel, when Israel's priests were as kings.

All the progress of the nation upward was given, and it was marvelously beautiful, and when from beneath the picture the song to the shepherds was sung, a light ineffable suffused the picture with a divine radiance, until in the darkness which followed when the night came down upon the Cross, the picture was lost.

Finally the darkness passed away, and on the divine canvas long stretches of weary desert appeared to the eyes of Saba. Anon it began to be peopled, and the race that was there was wilder than the beasts that sported around them.

The horse and the camel came almost coincident with the coming of man, and the three were boon companions from the first. The men were wild riders; the horse was man's comrade, and from the first these desert-born nomads were tameless. Still, with the sweep of the centuries, the light of learning spread among their chieftains; they acquired a grandiloquent style of language; they learned many courtesies, they invented a perfect system of numerals, sufficient to make exact all calculations; in their search to find such combinations as would result in gold, they explored the sciences so far, that under their hands chemistry became an important science, and many acids, and the first pure alcohol was made.

Others set the language to stately rhythm. The poem which we call "The Book of Job," was composed by them, and they wrote other poems which men ponder over, lost in dim comprehension of the centuries that must have ebbed and flowed before such a people could give birth to such thoughts and command the language to give them expression.

Sheba's Queen was of that land, and carried such a grace of presence that her picture comes down the ages, the fairest setting in the glories of Solomon.

At length a new creed was promulgated; its sensuous appeals were spread among this people and were accepted. No wonder. It taught that if they would be faithful, an eternity of animal delights, without satiety, awaited them, and that when they made war in defense of that creed the All Wise and All Compassionate smiled upon them.

Then the picture took on lurid tints.

Those wild riders became the most reckless of soldiers, who



could die smiling and exultant in expectation of the joys that awaited the loosing of their souls from their earthly tabernacles.

They met the Crusaders and died by tens of thousands; to this day they cling to the same faith; to this day they hold the fastnesses of their desert land, to this day the horse is their comrade and the camel their companion, and as the picture unfolded before Saba, he recognized that the centuries had made less impression on the Arab than on any other race of men. They are nomads still; they are fierce, and wild, and courteous, and brave, and reckless, even as they were when in their land manna fell to feed the people wandering there, and the rock was smitten to give the stranger drink.

Raphael watched, lost in thought, and in admiration so deep that for a moment he was not conscious that new and rare tints began to appear upon the enchanted, celestial scroll. But not for long, for in a moment he knew that it was the panorama of Greece that was beginning to unwind. With heart throbbing fast he watched the portrayal of the stately upward sweep of that great race, until in the effort to properly depict the achievement of Greek heroes, the first perfect note of deathless poetry rang out upon the world, and a new advance for mankind was made.

Saba noted when the race took on the idea that physical culture must be reduced to laws and those laws obeyed, that physical beauty and mental perfectness might advance side by side. He saw mothers carry, stealthily, their deformed children to the forest, and, hushing them to sleep, with a last kiss softly lay them down, and leave them to the cold and the wild beast, that there might be no son of Greece grow up who would not be capable of bearing arms and doing a soldier's part; no daughter, who on attaining womanhood, might not be capable of becoming the mother of soldiers.

What a race succeeded! How beautiful they were! How caparisoned with graces.

It was no wonder that Helen's face set nations at war; no wonder that brave men by the thousands died without regret in such war.

As Saba watched, he understood why Marathon and Thermopylae and Salamis had continued through the slow grinding of the inexorable years to thrill the souls of thirty generations of men. It was because men who were perfect physically and mentally, with a divine self-abnegation, had, in a supreme hour, with a sublime patriotism, absolutely consecrated their lives to their country, and with a devotion and courage that were sublime, died for native land.

That makes a spectacle, no tint of which can ever be made to



fade, no thrill of which can ever lose one fraction of its power upon the souls of men.

No wonder that perfect Art and perfect Eloquence were born in that land.

As Raphael watched he saw rough blocks of alabaster change into statues which seemed about to speak; out from the picture the very voices of Pericles, of Demosthenes, of Themistocles seemed to ring out in the old sweetness and majesty which no other tongue save the Ancient Greek can give to the human voice, and it was as when some stately oratorio is being performed with all the pomp of organ and of choir.

A new architecture found expression there in temples and palaces, new codes were framed, and before the race began to decline, in all great achievements examples were set which modern men strive to emulate, while never dreaming of excelling them. But Greece, the birthplace of real art and real eloquence, renowned alike for valor and for grace, even Greece faded and fell, for it forgot at last its ancient, sturdy virtue; its soul-absorbing love of liberty, and the valor which set to immortal verse still thrills the world with its music.

Next on the picture Saba saw the foundations of old Rome laid, and beheld the upward progress of the Iron Nation until in its almightiness, with imperial sway, it ruled the world.

He noted that as a love of beauty and grace in everything swayed Greece, so a love of power ruled Rome.

There was the iron discipline; there was the exactness of organization which first showed mankind how armies could be moulded and drilled until, while the units of the host lost nothing of their individuality, the mass, moving in concert, became as irresistible as the currents of the ocean in flow.

Saba, watching, saw children disciplined until delicate girls, dainty of limb and ravishingly fair of face, could look with steady eyes and unblanched cheeks, as wild beasts fought with naked men in the arena; saw them wave their fans exultingly as an athlete struck down a royal tiger, and with just as much ecstasy when a furious lion tore a gladiator limb from limb.

No wonder it was a martial race. The milk of the she-wolf that suckled Romulus was not more fierce than the blood which flowed in the arteries of Roman men and women. No wonder there were mighty captains. No wonder the world was crushed under Rome's iron tread.

Saba saw as the picture moved on for seven centuries that it was filled with marching and fighting armies; with fighting ships; it was as though Fate had determined, with repeated baths of blood,



to wash from the eyes of men the mists, to give them a clearer vision that a new and holier horizon for the human mind might succeed.

Meanwhile the "Eternal City" which had been begun with huts, had become a place of glorified palaces, triumphal arches, fountains, splendid temples and exquisite statues, but it was a fierce and cruel race that ruled there nevertheless.

Slaves in chains stood to receive the guests of the great in their homes; prisoners of war were murdered or sold as slaves; rapine and spoliation followed on the trail of Roman legions, and the law of might ruled supreme.

After awhile the treasures of the mines fell away; then the money of the Empire gravitated into the hands of the few; then the womanhood of Roman women began to be tainted, and the ancient honor of Roman men passed away; then universal license succeeded; after awhile the fierce passions of the people wore them out, and at last on the picture Saba saw the fair-haired races of northern Europe beginning to make the advances which, increasing with the centuries, finally made them the world's rulers.

He noted, too, that of all their achievements, the one around which the divinest tints were clustered was when the family relation became the distinctive grace of those stern races; where the fixed home and hearth-stone were established, where the mother, given the full deference which is her due, became the absolute queen, and the children learned to think that their home was the sweetest and dearest spot on earth. Saba noted that a race so reared, when tried in a supreme hour, either like fighting in the onset of a desperate battle, or holding ships up into the lashing of furious storms, or in following some holy purpose to a result, were invincible.

Saba marked, too, when on the glorified picture, the curtain was drawn back from the face of the ocean and a new advance was made for mankind.

He saw the light that the sailor discerned from the main-top of the "Nina;" he saw the New World unfolded, and out from the picture there seemed to come again, in softest harmony, the refrain of that anthem which was sung away back at Creation's dawn, when at the birth of the world "the stars" on their rolling axles "sang together and all the sons of God shouted for joy."

As the picture unrolled, the indomitable soldiers of Cortez and Pizarro appeared, those stalwarts who, with a valor irresistible, pushed their way into the wilderness, scaled the abrupt mountains, fighting step by step, until the thrones of Montezuma and the Incas were overthrown; there was the picture of Balboa as the Pacific from the mountains of Darien burst upon his view; then began the



outflow of the precious metals and the acceleration of the world's enlightenment which followed; then succeeded the misrule of knaves and false priests, until every celestial tint was blotted out by the tears which were shed through man's oppression.

But soon solemn tints began to materialize on the divine canvas.

A little ship was seen tossing on the billows of a wintry sea; there was the landing by the historic rock, the prayer of thanksgiving amid the snow and the storm.

*"Not as the conqueror comes, they the true-hearted came.  
Not with the roll of the stirring drum nor the trumpet that sings of fame.  
Not as the flying come, in silence and in fear,  
For they shook the depths of the desert gloom  
With their hymns of lofty cheer.  
Amid the storm they sang,  
And the stars heard and the sea,  
And the sounding aisles of the dim woods rang  
With the anthems of the free."*

And as that prayer arose, the tints on the picture took on new radiance, for it reflected back the smile of the angels who were watching; it signaled that a new departure had come; that henceforth manhood and womanhood were to count, that henceforth brain and heart were to win titles, and that to liberty a new thrown was to be upreared.

The patient devotion, the sublime faith, the self-sacrifice which made no sign and which lasted while five generations of men and women wore out their lives in felling forests, fighting savages, building school-houses, and rearing liberty-loving men, were all portrayed, and when the final struggle came to lay in freedom the foundations of a new State and Nation, the picture grew more majestic than mortal eye had ever gazed upon before.

Saba, watched, too, in the picture, the miracles that were performed. He heard the respiration of the first steam engine; he saw when trains and ships began to make clouds by day and pillars of fire by night, to signal the new paths over which, with new agents, commerce was carrying her burdens; he saw the sacrifices necessary to be suffered before the trails could be blazed and smoothed so that civilization might, with unsoiled sandals, advance along them; he saw on what broken hopes and worn-out hearts the foundations of States are often laid. A vivid tint, like an electric spark, marked on the picture the first click of the magnetic telegraph; at the same time, on the the picture, Raphael saw outlined the figures of Justice and Mercy and Progress and Peace and Freedom, and their lips were moving as though giving voice to joyous songs; as though to herald to the world that a new advance-



ment had come, a something which should give to men more light and take from the poor some of their burdens, or at least extend to them more comforts.

He noted also the entering in of the Iron Age, the building of the steel bridge and ship, the spanning of continents by steel; the first dawn of the electric light; the wealth of gold and silver that the mines of the West began to yield; the transformation that succeeded, until by unjust laws the wealth began to gravitate into the hands of the few and the poor began to cry, even as they did in Rome, in Greece, in Egypt, and then the colors became confused and indistinct, and sobs could be heard from behind the picture, and choking voices exclaiming, "No stronger are they than were the Romans, no stronger than were the Greeks, no stronger than were the Chaldeans, no stronger than were the Egyptians," and the faces of Justice and Mercy and Peace were all dimly outlined on the scroll, and all were sad.

At last the scroll was all unwound; the world with its triumphs and defeats; its cruelties and mercies; its sorrows and its joys from the beginning, were made plain, and then the voice was heard again, and this is what was said:

"O mortal, take notice how little has been saved from all the past. Nations have risen and fallen like waves of the sea. They could not survive, for, as a rule, they were founded in cruelty and carried onward in pride and oppression, until they ceased longer to be worthy to endure. Myriads and myriads of mortals have lived and died, but see how little has been saved. Even the solid tombs of syenite which kings made their slaves prepare, to make sure for themselves a final, quiet resting-place, have been rifled, their treasures stolen and their dead occupants become a show in petty museums.

"All that has been rescued from the mighty wreck is what came from the attributes in mortals which are immortal.

"Some poems and some stately prose have come down the ages safely, because they were lighted by a celestial fire; in many lands men have given their lives for their country, and they have been lovingly remembered; for the sacrifices which patriotism prompts are footed up in the ledgers of eternity. Patient women, following a sacred duty, have worn out their lives, and where this has been you noticed the deepest, richest tints on the solemn picture for the following of a sacred duty to the end gives to woman a diadem which never fades.

"From it all you may learn this: When a truthful picture is shown of all the works of the ages, still nothing of mortality fails to vanish away save that which pertains to man's higher self, the



love of country or the love of his kind, and the sacrifices he is willing to make on the altars of duty."

Saba was wonderfully impressed; his soul was in a state of solemn ecstasy; he was trying to still the tumult of his thoughts and collect himself to speak, to thank the stranger, to ask his name and from whence he came, to beg him to explain the wonder of how the marvellous picture had been painted, when all at once the spell was broken, the celestial light, the divine picture and the stately stranger all vanished.

He sprang from his couch and listened intently for retreating footsteps, when lo, his brain cleared; looking up, the robes of the coming dawn were making a curtain for his window, and outside a lark, in a burst of song, was hailing exultantly the approaching day.

Clasping his brows, Saba cried: "Was ever mortal so blessed? I have had all the ages of time, all the slow-moving centuries compressed for me into a single night, have seen their wonders, and have lived through them all!"

There ought to be a moral in the foregoing for us all.

The metallic age has been ushered in. Invention is picking up one after the other of nature's elements and nature's gigantic forces and reducing them to the needs of men. With every advance in this direction, some toiler finds his fields invaded by a soulless agent that can work without food, or clothing, or sleep. These agents in the hands of capital make a competition which cannot be opposed, and by the same process capital grows stronger and stronger, while the poor, one defense after another breaking down, grow weaker and weaker. As their soulless machines grind out more and more gold for their owners, the germs of pity in the hearts of those owners, appealed to less and less, are never permitted to expand, and finally they wither and die, and in their stead there springs up a resentment against those who cry out against intolerable wrongs.

How is this to culminate? It seems to me that this question ought to be the one of most concernment to every American. If we wait a few years longer; if we permit things to drift from day to day; we shall become a nation with an aristocracy of wealth in power; and of serfs to serve; or in the flames of a civil war our so-called free Government will disappear; or possibly, after such an upheaval as the French revolution, some scourge of God, like Napoleon, will sweep the land for a period of years, until the wealth is all dissipated, the fiercer passions all whelmed in an ocean of blood, every house left in mourning; and then the saddened people will once more pick up the shreds left by the wreck, and begin to weave anew the fabric of government. When



Rome had her patricians and plebeians—there were reasons for the distinction. The former had earned their station and the masses submitted because they knew if the trial came, if the land were to be assailed, that haughty upper class would put aside their jewels and their perfumes, and with javelin and short sword, cleave out a path to victory and safety.

But an aristocracy of wealth that has no higher thought than to crush the weak and to buy safety when assailed, is so base that if it is ever the fate of our nation to trust to it to supply leaders, our end will be vastly more swift and infinitely more ignominious than was that of either of the great powers of antiquity.

But if we are but true to ourselves as a people; if we can call back some of the sturdy virtues of the fathers, and with it some of the wisdom which built and launched our nation; if we can but work on a new line, and taking up the idea that all the inventions which have been made, all the treasure which our hills are giving up, are all meant to exalt us as a people, if we will but accept the gifts and utilize them in building more roads, more cities, more ships, in cultivating more fields and opening more mines, and all the time making new work for the poor, and all the time instructing our youth to strain on toward higher achievements, to planes where machines of steel cannot be competitors, and if we can keep warm the patriotism of the people and a full appreciation in their hearts of what our land really is; what our flag really symbolizes; it will mean that the Anglo-Saxon is to make the peaceable conquest of the continent, and that when the zenith of power shall be reached, all other nations, either of today or of antiquity, will seem to be second-rate nations by comparison, and that if the picture that Saba saw shall ever be continued on the immortal scroll and our land shall be portrayed, the tints of it will all be celestial tints, and the picture as a whole will swing in unapproachable splendor in the august gallery of the ages.

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WHAT CROP SHALL MAN REAP: The worthy Sunday school superintendent was illustrating the text, "Whatsoever a man soweth that shall he also reap." Superintendent: "If I want to raise a crop of turnips, what sort of seed must I sow?" Children: "Turnip seed." Superintendent: "If I want to raise a crop of tomatoes, what kind of seed must I sow?" Children: "Tomato seed." Superintendent: "Very good. Now, if you want to raise a crop of good manhood, what kind of seed must you sow?" And an observer who kept tally reported that the school on test vote was a tie between turnip seed and tomato seed.



## THE CULTIVATION OF THE MEMORY.

B. CLUFF, JR., M. S.

## III.

HAVING explained briefly what memory is, and having treated some theories concerning it, we can now turn to the laws which seem to govern its activity.

I. It is well known by students of mental science that a close connection exists between the mind and the body, between the psychic part of man and the physical. The mind depends upon the body for its knowledge of the external world and for its higher mental development, conditioned by that knowledge. The senses must give accurate impressions or incorrect percepts will be formed, which will lead to incorrect concepts, judgments and reasons. The brain must be healthy and must be supplied with good, vigorous blood, or the mind becomes comparatively inactive.

Another fact, as the nerves which lead to the brain ramify every part of the body, the whole body must be in a state of health to insure perfect mental activity. Hence the following law of the body may be announced: Everything else being equal, the healthier the body, the better the mental activity, and consequently the better the memory. It might be observed here that for all psychological ends and purposes it is sufficient to make a study of the brain in order to discover mental laws. That is we know mind only as it manifests itself through the brain and the body, hence to study the mind we need only to study its bodily manifestations. This does not mean that we can set aside the assumption that the spirit is tabernacled in the body, but only that as the body is the only avenue through which the spirit shows itself, the study of bodily manifestations is sufficient for the study of the law of mental growth. The law of the body above announced requires, first, that to have a good memory one must have a healthy body. The food must be such as will nourish without clogging the system; exercises must be sufficient to insure healthy action of all parts without unnecessary strain or exhaustion. Narcotics, alcoholic liquors, tea, coffee, and tobacco, inasmuch as they tend to over stimulate and thus impair health, are injurious. Ill ventilated rooms, undue confinement in the house, irregularity in habits, all tend to enfeeble mental activity by enfeebling the body.

*Digestion.*—Dr. Baldwin says: "However explained, we cannot deny the fact that good digestion favors good memory."

There seems to be a close connection between the stomach and the brain. When the former is out of order the latter can scarcely do its proper work. Perhaps physiologists would find no difficulty in making scientific explanation of this. It is sufficient however



for us to know that such exercises, and such food, and such conduct in living, and such order in habits as will insure vigorous, healthy digestion will almost invariably insure vigorous and healthy mental work and consequently good memory. Without much fear of being called to account I might here state that poor memory is often the result of a lack of bodily exercise, and that to strengthen the memory it is sufficient to leave one's study and go more into the open air.

*II. The Law of Mental Energy.*—When a lesson or a problem for solution is presented to the mind a little time elapses before the mind becomes fully energized, that is the mind does not act with its fullest energy at first. This state of fullest energy is sustained for a longer or shorter time according to circumstances and the capabilities of the person.

The mind like the body must get warmed up, as it were, to its task. It is often observed in speakers that they ramble at first, but finally get on the track as it were, and speak with more vigor and force as they warm to their subject. This law would suggest that early in the morning lighter subjects should be studied, and only in the middle of the day when the mental energies are at their fullest, should we bend all efforts to heavy tasks. At this state of fullest energy memory is most permanent.

*III. Law of Mental Weariness.*—The mind sustains its state fullness of energy for some time then gradually declines toward exhaustion. This is so well known that it scarcely needs mentioning here except to make the subject complete.

Mental weariness is of two kinds, Specific and Generic. Specific weariness is that in which a faculty or a number of faculties is weary. This calls for a change of study as from arithmetic to history or from geography to penmanship, etc. Generic weariness is when the mind as a whole is weary, and calls for entire suspension of voluntary mental effort. In either specific or generic weariness memory will be poor.

*IV. The Law of Physical Weariness.*—The physical may be stated in similar terms to that of the mental, as physical energy follows the same laws as mental, physical weariness the same as mental weariness. It is well, however, to state the connection between the two. When the whole body is tired, that is, in a state of generic weariness, it is impossible for the mind to get its fullest energy. Bodily exercise up to a certain point prepares for and conditions full mental activity, but carried beyond this point makes mental activity almost impossible. In other words, one can not study to best advantage after a hard day's physical work, neither can he study to best advantage if he has taken no physical



exercise. It is only when he has taken a sufficient amount of exercise that he can bend his mental energies to their hardest efforts.

*V. Law of Acquisition.*—We mean by this that the mind tends to recall that best which is most thoroughly known; that is, that which we acquire most thoroughly is most easily remembered. To acquire knowledge, interested and vigorous attention is necessary. To hold that knowledge, frequency of repetition is necessary. The law of acquisition requires, therefore, that, to have a good memory, or to strengthen a poor memory and make it good, one must give interested attention to all his work. If, therefore, a student is not interested in his studies he must do something in some way to gain an interest before he can hope to make any progress.

That good memory depends upon interest, will be seen by numerous examples from practical life. A sailor can pass through a wilderness of ships and remember almost every vessel. A cowboy is able to recall and describe accurately every animal of a large herd, and a shepherd easily remembers the sheep of other flocks as well as those of his own. Those subjects that interest us we remember, those that have no interest for us we forget. If, therefore, a person has a weak memory along certain lines it is quite possible that the weakness is caused by lack of interest in that line of work and that to strengthen his memory he is only to gain the necessary interest.

*VI. The Law of Suggestion.*—This leads us directly to the law of Association which may be stated as follows: Present experiences tend to suggest past experiences. Much has been written upon the laws of association, and these laws have been variously stated by different authors. Perhaps it will not be uninteresting nor unprofitable to make quotations from these authors that we may thereby see how this important subject has been looked at.

Dr. McCosh in his very able work on psychology divides the laws of association of ideas into Primary and Secondary. The primary laws he states as follows: 1st. Contiguity. "When two or more ideas have been in the mind together, on one coming up it is apt to be followed by the other or others." The law takes two forms, the one, that of succession, when the ideas have followed each other; the other, that of co-existence, when they have been together. The law of succession he states as follows: "When two ideas have immediately succeeded each other, on one of them coming up, there is a tendency in the other to follow." It will be easily seen that this is the law of repetition. For instance, when we say A, the idea B immediately appears, and is followed by the idea C, and so any number of ideas formed in the mind, one immediately succeeding the other, tend to come up in chain-



like form when the first one is brought to consciousness. In other words, there is a tendency in the mind to repeat the acts which have often been done before.

2nd. The law of Correlation, according to which when we have discovered the relation between things the idea of one tends to bring up the idea of the other.

*The Secondary Laws:* These have reference to the law of preference, which is the law of native power and active energy. This question may often be asked: Why do we do one thing instead of another, or think one thing instead of another when the other might just as well have been thought as the first or done as the first, or in Dr. McCosh's words, "I met two persons in a particular company; the next time I fell in with them, I remembered the one and did not the other. Why is this?" 1st. "Those ideas that have been attended with deep feeling are called up more frequently and readily." 2nd. "Those ideas come up most frequently and readily on which we have bestowed the greatest amount of mental energy." 3rd. "Ideas come up more readily and frequently when they are associated with an act of will, more especially when we exercise an act of attention regarding them." Mr. Dewey of Michigan, has the following on association: "The law of association stated most generally is, that the activity of the mind never leaves sensuous elements isolated, but connects them into larger wholes." He gives as the forms of associating activity, simultaneous or successive: 1st. Simultaneous association. "The law of simultaneous association is that whenever any associating activity occurs for the first time all elements present are fused into one whole." Successive association: "The law of successive association is as follows: When any associating activity recurs all elements which have been previously involved in it recur also."

Associating by contiguity. This law is as follows: "If various sensor elements or even ideas continuous in time or place are associated simultaneously in one activity, they become integral parts of it and recur with it."

Dr. James of Harvard has the following to say upon the subject of association: "Association, so far as it stands for an effect, is between things thought of—it is things not ideas which are associated in the mind. We ought to talk of association of objects not association of ideas. And so far as association stands for a cause it is between processes in the brain and it is these which by being associated in certain ways determine what successive objects shall be thought." On laws of association he says further: "Let us then assume as the basis of all our subsequent reasoning this law: When two elementary brain processes have been active to-

gether or in immediate succession, one of them on recurring tends to propagate its excitement into the other."

Perhaps these quotations cover sufficiently the ground gone over by psychologists in so far as association is concerned. Those who would desire to read further are referred to Hamilton's "Metaphysics," Porter's "Human Intellect," Sulley's "Elements of Psychology," as well as the works from which the above quotations have been made.

In our next we shall consider these laws and from them draw rules and principles of practice.

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### EDITORIALS.

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THE first volume of the JOURNAL OF PEDAGOGY is completed with this number. The JOURNAL has by no means been a financial success. It was not expected to be for the first year. The teachers who took hold of the work were willing to run at private expense if necessary, in order to have expression given to the rich coloring of local pedagogic thought and experience. The contributors have generously furnished matter gratis, and the editorial work has been done free, so that the expenses have been cut down to the lowest limit, and the business manager furnishes the satisfactory statement that the JOURNAL emerges from this first year's experiment free of debt.

As to how far it has met the needs and expectations of the teaching profession, this must be left to the judgment of its readers. We will only add, that so many encouraging words have come to us from all sections of the country, that the JOURNAL in enlarged and improved form will take up its career again at the opening of next school year. We trust that those teachers who have held aloof, watching this experiment of a home paper, will now be satisfied as to its present aliveness and its future prospects of life, and rally to the ranks of those who have supported it from the start.



OF all the officers which the constitution makes it incumbent upon the people to elect for the government of the new State, the Commissioner of Schools is the most important to teachers. In many ways he will directly affect their welfare and the welfare of their schools. No consideration aside from professional fitness should therefore count for or against his nomination and election. He must first of all be a teacher, with no other irons in the fire.



He must be active, vigorous, up-to-date, and a careful organizer. He must be a man of high ideals, yet possessing that substratum of practical common sense which shall enable him to bring his ideals to earth. Above all he must be full of enthusiasm and capable of arousing enthusiasm in others. He needs to be a missionary, rather than a compiler of reports. He should travel, oversee, lecture to teachers, trustees, patrons; unite all factions by the magnetism of his presence. It is not enough that he have mind-power to make a unit of the territorial educational forces—on paper: he must realize such a union in fact; and this last can be done only by direct personal contact with all the factors making up our school system.

Unfortunately his salary is placed so low that he will constantly be tempted to unite the work of Commissioner with that of some more lucrative business, in which case, depend upon it, he will merely fill a chair, and direct the movements of an engrossing clerk. Let the teachers therefore demand a pledge of the man whom they sustain for this office, that he will make it his exclusive business.



IN the editorial of last number occurred an allusion to Com. T. B. Lewis which does that gentleman injustice. The information on which the statement was based, we have learned since, was not strictly correct in this particular.



#### EDUCATION AND THE CONSTITUTION.

FOLLOWING is article X of the proposed constitution for the State of Utah:

Section 1. The Legislature shall provide for the establishment and maintenance of a uniform system of public schools, which shall be open to all children of the State and be free from sectarian control.

Sec. 2. The public school system shall include kindergarten schools; grammar grades; high schools; an agricultural college; a university, and such other schools as the Legislature may establish. The common schools shall be free. The other departments of the system shall be supported as provided by law: Provided, That high schools may be maintained free in all cities of the first and second class now constituting school districts, and in such other cities and districts as may be designated by the Legislature. But where the proportion of school moneys apportioned or accruing to any city or district shall not be sufficient to maintain all the free

schools in such city or district, the high schools shall be supported by local taxation.

Sec. 3. The proceeds of all lands that have been or may be granted by the United States to this State for the support of the common schools; the proceeds of all property that may accrue to the State by escheat or forfeiture: all unclaimed shares and dividends of any corporation incorporated under the laws of this State; the proceeds of the sale of timber, minerals, or other property from school and State lands other than those granted for specific purposes; and the 5 per centum of the net proceeds of the sales of public lands lying within the State which shall be sold by the United States, subsequent to the admission of this State into the Union, shall be and remain a perpetual fund, to be called the State School Fund, the interest of which only, together with such other means as the Legislature may provide, shall be distributed among the several school districts according to the school population residing therein.

Sec. 4. The location and establishment by existing laws of the University of Utah and the Agricultural College are hereby confirmed, and all the rights, immunities, franchises, and endowments heretofore granted or conferred are hereby perpetuated unto said University and Agricultural College respectively.

Sec. 5. The proceeds of the sale of lands reserved by an Act of Congress approved February 21, 1855, for the establishment of the University of Utah, and of all the lands granted by an act of Congress, approved July 16, 1894, shall constitute permanent funds to be safely invested and held by the State; and the income thereof shall be used exclusively for the support and maintenance of the different institutions and colleges respectively, in accordance with the requirements and conditions of said acts of Congress.

Sec. 6. In cities of the first and second class, the public school system shall be maintained and controlled by the Board of Education of such cities, separate and apart from the counties in which said cities are located.

Sec. 7. All public school funds shall be guaranteed by the State against loss or diversion.

Sec. 8. The general control and supervision of the public school system shall be vested in a State Board of Education, consisting of the Superintendent of Public Instruction and such other persons as the Legislature may provide.

Sec. 9. Neither the Legislature nor the State Board of Education shall have power to prescribe text books to be used in the common schools.

Sec. 10. Institutions for the deaf and dumb and for the blind



are hereby established. All property belonging to the School for the Deaf and Dumb, heretofore connected with the University of Utah, shall be transferred to said institution for the deaf and dumb. All the proceeds of the lands granted by the United States for the support of the Deaf and Dumb Asylum and for an institution for the blind shall be a perpetual fund for the maintenance of said institutions. It shall be a trust fund, the principal of which shall remain inviolate, guaranteed by the State against loss or diversion.

Sec. 11. The metric system shall be taught in the public schools of the State.

Sec. 12. Neither religious nor partisan test or qualification shall be required of any person as a condition of admission, as a teacher or student, into any public educational institution of the State.

Sec. 13. Neither the Legislature nor any county, city, town, school district or other public corporation, shall make any appropriation to aid in the support of any school, seminary, academy, college, university or other institution, controlled in whole or in part by any church, sect or denomination whatever.



*SPECIAL TRAIN FOR TEACHERS TO DENVER OVER  
THE UNION PACIFIC.*

*To the Teachers of Utah:*

A convention of the County Superintendents of Schools of the Territory was held at the University of Utah, April 6th, 1895, at which the subject of the annual meeting of the N. E. A. at Denver was taken up and able arguments were given by our leaders in educational matters urging that such a large and full delegation of teachers attend this association as will show to the world that Utah is alive and aggressive in educational matters.

In order that Utah should make the best showing as well as for social advantages, it was decided to attend the Association in a body, leaving here on a special train over the Union Pacific System to Denver with privilege of returning over the D. R. G. or Colorado Midland and R. G. W.

By present arrangements this special train will leave Salt Lake for Denver via the Union Pacific at 10:00 A. M. Monday, July 8th, arriving at Denver 8:00 A. M. Tuesday, July 9th.

This train will consist of Dining car, Pullman Palace and Tourist Sleepers, Reclining Chair cars and elegant Day Coaches and will be appropriately decorated.

Fare for the round trip will be \$22.00, \$2.00 of this amount being for membership fee to the N. E. Association.

Tickets will be good for return until September 1st.

For further information in relation to the meeting as well as to Hotels, Rates, Train accommodations, etc., write to J. F. Millspaugh or Miss Ella Dukes, managers N. E. A. for Utah, or the undersigned.

*T. B. Lewis, Territorial Commissioner of Schools.*

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## THEORY AND PRACTICE OF TEACHING.

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### TRAINING SCHOOL METHODS.

THAT teaching is both a science and an art, the majority of people interested in education are willing to admit. As far as education is concerned with the analysis of mental processes and laws of human development, and so far as it seeks to find a reasonable basis for its rules and methods, it is a science. Psychology, paidology, and philosophy treat of the science of education. But it is with the application of established truths, the accomplishment of certain results by the best means, that education as an art concerns itself.

The science of education serves as the base or foundation on which the art may be erected. Neither can exist without the other and due regard must be given to each. It is the province of the training school, however, to emphasize the latter. It is presupposed of the teacher-in-training that she has been well grounded in psychological principles, understanding the laws of natural development and possessing a mind capable of drawing rational conclusions. She understands the needs and methods of a thorough acquaintance with child nature; and one of the earliest maxims that is brought home to her is that she is for the school and not the school for her. She must understand that only through the study of the child can she hope to gain a real insight to true teaching. The child's mind is the gateway by which she can enter on the road to successful teaching.

It has long been recognized that the theory without the practice is as incomplete and as productive of evil results as the practical work with no knowledge of law. It is to avoid this that training or practice schools are provided in all normal educational institutions.

There are three ways in which these are conducted. The first is an arrangement whereby the teacher-in-training is placed in a regular school, with all the conditions of an ordinary public school such as she would have occasion to deal with in her professional life.



The school is composed of real children, not flesh and blood automaton, and the problems she has to confront are exactly those which she must solve in a school of her own.

The school is in the direct charge of a model teacher, who during the period devoted to practice resigns the school to the teacher-in-training and spends the time in observing her work for the purpose of pointing out mistakes or weak points the teacher may show. Besides this the teacher-in-training is visited often by the regular critic teacher, who has the general supervision of her work. The teacher-in-training spends her hour in the school exactly as if she were the regular teacher, and feels the same responsibility for the advancement and development of the pupils. She is gauged by the pupils, and is held responsible for the work attempted during the hour. Her preparations and plans must be carefully arranged, and she must know just what she wants to do for and with the class.

The teacher-in-training is made to feel that she cannot know too much of her subject. She must look on it from all possible positions, and consider it in all its bearings. No one can teach the whole or even half of what he knows, and the teacher who keeps just a little ahead of the class is not the one to give to the pupils a broad and clear idea of the subject. If the well has to be filled with buckets over night to be pumped dry next morning the water is likely to be muddy.

The plans of the teacher-in-training being prepared and properly arranged, she has a regularly established and logical order for proceeding. The critic teachers are not of carping and fault-finding dispositions. They have the best interests of the teachers-in-training at heart, and if criticisms seem severe, it is but the caustic that burns to cure. They feel an intense and vital interest in all the work, and help and encourage all they can and not interfere with the original and individual work of the teacher-in-training.

It is constantly kept before these teachers that that method which is best applied is best, and all are encouraged and urged to be original in method and fertile in device. They must be able to defend their methods and devices in the face of opposition, and cultivate the habit of thinking and doing for themselves. To the casual observer it is apparent that such a course of training is invaluable and indispensable to the normal student. They enter the training school, in many instances, immature, self-distrustful, and timid girls; they complete their work as women, confident of their own ability, sure of themselves and their art, and ready, as far as practical experience is concerned, to go out into the field as teachers in deed as well as in name.

Such, in brief, is the arrangement for the training school in the Brigham Young Academy, an arrangement common to leading schools of this character.

The second plan for the training of embryo teachers is a so-called *model class*. A class of children are brought before the teachers-in-training, and they are instructed (?) by them in turn, under the criticism of each other and the teacher in charge.

It is easily seen that these conditions are entirely artificial.

The teacher-in-training gets no insight to the actual workings of a school and can gain but little idea of the practical applications of a theory. If there is no other way possible, this method is better than nothing, as pictures may be a good substitute for the real activity itself.

A word is sufficient for the third way of giving pupils an opportunity to test theories. The class members act the part of the school and one member teaches the rest. Evidently there can be no "teaching," in the true sense of the word, done under these conditions, for one individual knows as much as the other about the subject.

There can possibly be no analogy between a class of this description and a school of children. It is all but a sheer waste of time to spend hours in a farcical arrangement like this. Fortunately the schools are rare where methods of this kind are resorted to. Gradually Normal and training schools are coming to know that in order to turn out real teachers they must have real conditions.

Skilled labor is in demand in all professions and in no direction more than in teaching. People are demanding, and rightly, that the schools be not put into hands that are untrained to the work. We will not trust our childrens' bodies to untrained and unskilled practitioners. Have we less regard for that without which the body is useless, the mind? With the demand for skilled work comes the necessity of thorough, conscientious, and modern training for teachers.

If a teacher is good without training, she will be better, broader and more developed with it; and the teacher who does not possess a natural aptitude may be made an efficient worker if she has a firm determination and a genuine love for her work.

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WHEN General Grant was in Japan the Japanese Premier, desiring to compliment the General by telling him he was born to command, tried in English with these results: "Sire, brave General you was made to order."



## KINDERGARTEN FOR PUBLIC SCHOOL.

ANNA K. CRAIG.

ALL children should have a kindergarten training. The chasm between the freedom of home and the restraint of school must be bridged by a system that partakes of both. The kindergarten aims to do this, and not this alone, but aims to lay a foundation on which the best future education may be built.

The three-fold nature of the child is constantly kept in mind by the kindergartner, developing the physical through games and plays; the mental through songs, stories, talks, and object lessons, and the moral through right, justice, kindness and love.

This necessary early development cannot well begin in the primary school, for several reasons: First, the whole child mind is not usually considered, but only the intellect; second, even were this not so, the number of children allotted one teacher would not admit of it; third, with so large an attendance, the freedom of the child is hampered; fourth, the hours of the primary school are too long for children coming direct from the home training. It has been proved that children who have been in the kindergarten enter the primary school with advantages over those not so fortunate. Dr. J. Stanley Hall questioned thirty primary teachers in regard to the difference between kindergarten children and those not so trained, and found that twenty-five of these thought the former better fitted for school work; language had been cultivated, the hand was more skilled, the perceptive faculties more quick. Observation, singing, number work, neatness, politeness, love for study, ability to work from dictation, and freedom from fright and bashfulness, were all found to be results of the kindergarten training. From one to two years of school life is saved by a kindergarten training, and that great boon to man, industrious habits, is formed.

California's work in this direction has demonstrated that out of one thousand children who have taken the training, one only has gone astray. This number includes all classes from the richest to the poorest. Prisons and reform schools would gradually become things of the past if an adequate number of kindergartens were established in each city. "Prevention is better than cure." The expense to the city of trying one criminal is greater than would be the tuition of a dozen children. It is much easier to keep children from doing wrong than to teach them to overcome the habit of wrong doing. The early years of the child are the ones in which habits are formed.

Let us not, through our indifference and selfishness, be the stepping-stone to future generations of worthlessness. There are

many among us too poor to pay kindergarten tuition, hence the great need of its becoming part of the public school system. Salt Lake is setting Utah a good example. In January free kindergartens were opened. But free kindergartens are not enough. They must become part of the public schools in order to make the results widely beneficial. Mr. Hughes, of the Toronto schools, says: "Both wisdom and justice demand it (the introduction of the kindergarten into the public schools), for is it not the best known means for increasing the power and accuracy of sense impression, for defining and enlarging the reflective powers, for revealing individual responsibility and social relationship, for making the child creatively productive, and for helping it to be self-educative, self-expressive, self-repressive, self-progressive, self-directing, and self-executive?"

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## CHILD STUDY.

### METHODS AND AIMS

ABBY CALISTA HALE.

THE disciples of both the New Psychology and the so-called New Education meet on the common ground of child-study. In each, this forms one of the important classes of investigation and the element that is the least esoteric. Not only are students and teachers interested, but the mothers all over the land are quickening to the knowledge that ethical souls may be developed in their children only by much careful study and intelligent thought.

The human being at birth is an animal, and through its long period of infancy it attains its psychical life according to certain laws of growth. These laws especially concern the educator, either parent or teacher, and it is toward a knowledge of these laws that the study of the child is tending.

The constant aim of educators has been to place teaching among the true professions, and the scientific study of the child is doing much to this end.

That a knowledge of psychology is as necessary to a teacher as physiology is to the physician has long been recognized, but the old psychology, rational or empirical, furnished little that the average teacher could apply. A few general laws were observed and applied to the mass rather than to the individual. Students could adapt so little of the matter to their own experiences, and the relation of mind study to mind training were so unapparent that the study of the old psychology often became mere word memorizing, the letter without the spirit, the word without the law.



That phase of the new psychology that appeals directly to teachers and schools, child study, presupposes above all else an intense and sympathetic interest in child life on the part of the student. It is the study of the evolution of a soul, and the heart must enter into its pursuance. Interest in individual children must be dominant. Although the same ground of study may be gone over many times, the children's minds are never alike and the subject matter for study and investigation is varied.

Child study is yet so new that there are no text-books for it. Its literature is confined chiefly to monographs and magazine articles, yet some of the brightest educational minds in the world are devoting a lifetime of study to its furtherance.

The student who expects to find the subject of child study an easy one is greatly mistaken. Already the subject has broadened to such a degree that there are many methods of studying it, and the interest in it is widespread and general. At the National Convention of Teachers to be held in Denver the coming summer, one section is to be devote to this department of education, and will be addressed by leading workers in the field. Methods of study and investigation will be discussed and plans presented for further and more scientific study.

Little attempt at scientific work can be made by the amateur. The most that the ordinary student can do is to become familiar with the work accomplished by experts, and to collect such facts as lie in his power. These facts should be carefully recorded, and must be strictly accurate.

The subject may be divided into two great classes: that which treats of the physical child and that which treats of the mental part. One cannot be separated from the other practically, but for purposes of study and research we may consider them apart. Under the heading of the first the child is studied with regard to his physical growth, motor ability and tests of the senses; under the other his mental faculties are considered, the contents of his mind, his feelings and emotions, and general observations of any act, saying or salient expression of mental activity. Another phase comes under the head miscellaneous, and consists of the recording and describing in detail, favorite articles, books or stories of special interest for children; also toys, games or amusements. Superstitions, fads, cases of exceptional altruism or selfishness, causes of popularity or unpopularity; in fact, anything that reveals the child's personality is legitimate material for observation and worthy of record.

The scope of the present article will not admit of a detailed

account of all the directions in which child study may be pursued.\*

It is evident that no one person can cover the whole field. Different *lines* of investigation must be followed out by different observers. In whatever direction observation is carried on as much reading as can be obtained should be done, and the student should endeavor to open correspondence with some expert in his line of research. There is much to read in some lines and very little in others, but whatever is undertaken should be with the true scientific spirit and a determination to follow out the chosen theme as definitely as possible.

Many studies require considerable limitation of field and a special method. Probably the line of research within the reach of most students is that in use in the State Normal School at Worcester, Mass., one of the first institutions, if not the first, in this country to give attention to the subject of child study.

Here the students are unlimited as to field and method. The only requirement is that they record facts as they are. The attention of the student is first called to the recollections of his own childhood, and to the fact that children are in full activity all around, and he is asked to observe what the next child he sees is saying or doing, and as soon as possible make an accurate record. It is the gathering of data for generalization with which these students deal. They do not concern themselves with inferences which might be drawn from their observations. They simply collect facts. They are the gatherers of specimens, which as the raw material of science may be worked up later by experts. Any attempt at scientific classification is discouraged. On the papers used for recording observations is found the precept for the work of the student, "I worked on true Baconian principles and without any theory collected facts on a wholesale scale."--Darwin, *Autobiography*.

In the work thus done the student forms the habit of observing the child and becomes interested in him. He no longer is only the material for the teacher to use in practising the art of teaching, but a living organism to be moulded and fashioned to a perfect development. The teacher recognizes in the child certain traits which she calls to mind as existing in her own childhood and has a feeling of kinship with him.

She becomes familiar with his ways of feeling and thinking about things and learns to live with him and share his aims and interests. The teacher who has learned thus to live with the chil-

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\*Should any reader desire further information on the various phases of this study, a private inquiry addressed to this journal will be promptly answered.



dren has the essential elements of successful research into child nature.

The reminiscences of early childhood occupy a prominent position in child study. In recording these recollections care should be taken that they are really of the student's own recalling not told by someone else. The record of early fancies and feelings often furnishes valuable data, and serves as a guide to observations of other children. The fact that many times in our childish experiences our motives were misunderstood and our actions misinterpreted would naturally lead us to a more careful consideration of what appears grotesque and unmeaning to the child.

If we recall the curious world of fancy in which we lived as children, and observe the child at his play and in conversation with imaginary beings or inanimate objects which he fancies alive, we can enter into a fuller understanding of his nature and into a keener sympathy with the little "make believes" that constitute so much of his life.

Just as real to the child of today are plays and imitations as they were to you not so many years ago when you stood on the big rock and preached that sermon on the sin of lying to your Lilliputian audience, or wept real tears as you buried the little old rag doll in the garden.

The backward look into our own childish minds furnishes us many a clue to the understanding of the minds of the children about us.

One point should be kept in view regarding the observation of children. The child must not know he is being watched or questioned for a purpose; his actions must be free and spontaneous, not influenced or directed by any other motive than his own will, and "The boy's will is the wind's will, and the thoughts of youth are long, long thoughts."

At the Leland Stanford University the method of child study is somewhat different from that at the Worcester School. The work is carried on in many more lines, and the observer is restricted to narrower fields. There is constant inquiry into children's states of mind, and the gaining of ideas on given points, as well as a study of theological, moral, political, social, intellectual and aesthetic atmospheres surrounding the child. The education and development of the child's mind is directly and consciously undertaken from conclusions drawn from collated data. Problems in many directions are worked out with direct reference to their immediate application to educational methods.

The researches conducted by Dr. Hall of Clark University and his co-workers form by far the greater amount of the work

done in child study in this country. Most of the men interested in the study are recognized experts, and to them the most of those engaged in this work look for guidance and inspiration.

Many educational institutions and many individuals are engaged in different ways in child study. It might not be uninteresting to note the beginnings of the work in the territory of Utah.

As yet the work is confined to the Brigham Young Academy and to a few who have awakened to the importance of its bearings on human development.

Most of the work thus far consists of the observations of children in a few directions and in personal reminiscences.

The students record recollections of their early life, aspirations, influences, and ideas of certain natural phenomena. Blanks are furnished the students to fill out, and already much interesting matter has been collected. Especially worthy of note are the papers on early influences and aims and ideals at different periods of life. Any attempt to draw inferences from these reports would be premature at this juncture. Early aspirations seem to be connected with immediate gratification of the senses, or to occupy positions that would attract attention. The psychic element enters more into later ambitions. Ambitions to gain knowledge, to widen the intellectual horizon, and to become better and nobler men and women are dominant.

Often complete and radical changes of aims and ideals are noticed in the same individual.

It is easy to be seen that results, in the common acceptance of the term, are not immediate in this study. It is a difficult matter to classify and the average statistics of child study from data gathered, and necessarily it is a work that requires much time, care, and thoughtful study. Much patient labor and careful generalizing, much collecting and arranging of facts, must be done before anything like a science can be built up.

The inclination is to hurry the development of the science. Urgent questions and anxious inquiry call forth premature answers. Enthusiasts stand with eager outstretched hands to apply every generalization, but the far-seeing student realizes that if the final results of collecting, collating and arranging data are to be lasting value, the progress must be slow and laborious. If the "art of teaching and hence the welfare of future generations" are to depend on the structure thus reared it is obvious that a strong and firm foundation is necessary, every part of which must be carefully tested, lest for one flaw the whole fabric in future years must fall.



Yet the work is not without immediate results. Parents and teachers who become interested are gaining new insight to child nature. They are learning to deal more wisely with the children in their care, through a better understanding of them and their ways.

If by study and watchfulness on the part of parents and teachers the future of these children is to become better, richer, and fuller of meaning for themselves and the world, no time, patience or labor can be too great to secure this.

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## LITERARY AND BIOGRAPHICAL.

ABRAHAM O. SMOOT.

THE recent demise of Abraham O. Smoot, has resulted in a great deal of comment concerning his able and useful career. But there has been a phase of his life's work, which has not been emphasized, perhaps because of the stress placed upon his business relations. We refer to his labor in behalf of education, which the JOURNAL here wishes to bring before its readers.

Abraham O. Smoot was born in Owenton, Owen County, Kentucky, on February 17, 1815. His parents were Virginians, his father, George W. Smoot, of Scotch extraction and his mother, Ann Rowlett, of English. When Abraham was seven years of age his parents moved to Kentucky and shortly after to Tennessee, where he lived until he embraced the gospel.

After joining the Church, President Smoot held many positions of trust. He went to Kirtland, then the gathering place of the Saints, but in the spring of 1837, the Prophet Joseph advised him to go to Kentucky, as the northern climate did not agree with his health. He returned to his native State, but shortly was called with Elder Sherwood, to assist in leading the people to Jackson County, Missouri. This done, he began anew his missionary labors, traveling in the ministry, until the latter part of 1838, when the Saints were driven from Missouri. He was at Far West as one of its active defenders when that Mormon city fell before the combined forces of the mob and the militia of the state.

While a prisoner, Elder Smoot married his first wife, November 11, 1838. In the February following, he emigrated, reaching Nauvoo the following summer. After this, he traveled and did much work in the missionary field. He was left in general charge of the Church at Winter Quarters. Soon after the pioneer company had left for the Rocky Mountains, Elder Smoot followed, taking charge of the largest company of the season.

Soon after his arrival in the valley he left for a mission to England remaining there nine months. After Elder Smoot's return from England, he did much to assist in bringing merchandise from the states to the valley.

At the death of Jedediah M. Grant, the first mayor of Salt Lake City, A. O. Smoot, was elected by the City Council to take his place, and in 1857 he was elected to the same office by the unanimous vote of the people. This position he held until 1866, when he declined to act as mayor longer but served in the council branch of the Legislature.

President Smoot was the first justice of the peace to discharge the duties of that position in Utah and during the mad rush to the California gold fields, was called upon to adjudicate many important cases.

The 1st of February, 1868, President Smoot came to Provo, and was elected mayor of that city. He served the city in that capacity without remuneration for fourteen years.

He was a man of exceeding strong character and marked individuality, and has been for many years, one of the foremost, if not the most prominent of business men in Utah County. To verify the statement, we need only to refer to his connection with the First National Bank, Provo East Co-op., the Prove Woolen Mills, and Provo Manufacturing and Building Company.

Nor are his spiritual labors among the Saints of that Stake less noted. He was firm and unyielding in what he conceived to be the truth, yet humble, and eminently spiritual-minded in all his administration.

However, the special object of this article, is not to consider President Smoot's rare business tact nor his spncific ecclesiastical labors, but rather to pay some little attention to the influence he has exerted in behalf of the educational interest of the people of Utah.

He supported the public schools, yet the great interest he manifested in education is best shown in his untiring labors in behalf of the Brigham Young Academy. It has been said, that Brigham Young planted the tree and that Abraham O. Smoot nurtured and protected it. However this may be, certain it is, that the support it has received from him has largely maintained the institution. One of his biographers asserts, "Utah has never had a more earnest advocate of the cause of education, and no one man in Utah has ever invested more means or devoted more practical attention to this noble work."

His concern for the Brigham Young Academy is well understood by those who were connected with him, and his love for that



institution was so great that he has involved much of his personal property for its support.

The Academy was the last matter of a public nature about which he talked in life, expressing his great anxiety that the institution develop to be what its founder designed it should be.

President Smoot passed quietly away at his home in Provo City, March 6, 1895. A detailed account of his long and well-spent life would be largely the history of that mighty people whom he served so long and well.

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#### THE NEED OF BROADENING THOUGHT.

OF all elements and influences that go to make up the successful teacher none plays a more important part than environment. There is no other element so much in the power of the individual. What the teacher is, is to a great extent determined by the circumstances surrounding him. We move in circles, some wide, some narrow, and it is mostly by our own efforts that we can widen our horizons. There are many opportunities presented for broadening our life if we can but recognize and use them. Opportunities for observation, study, reading, are constantly before the teacher who desires to improve himself, to grow toward a broader life, and avoid those ruts that the teacher is so prone to fall into.

It is said that the best way to study the geography of a country is to go and live for a time in that country; but this is quite impossible for the ordinary person, and studying with, or reading with those who have had opportunities is the best alternative.

The tendency to work into ruts is common with all teachers, and mostly so with the country school-teacher. His conditions are specially favorable to foster this tendency. He lives in a small community, with little or no contact with the outer world. A weekly paper, a semi-annual trip of a few days to the nearest city, and an occasional book are often the only outside influences brought to bear upon the teacher in the little secluded settlements. For several years he thinks the same thoughts, teaches the same subjects in the same way, and comes in contact with the same people, the same ideas. He knows little of all that is stirring in the great world of educational thought.

Very often he is the only man in the community who has any pretensions of an education, and is looked up to as the one oracle, until he comes naturally to feel himself a model of erudition. His teaching is the only teaching known to the community and hence is the best. Under the influence of popular opinion, he comes

to feel that he has reached the topmost round of the ladder and is in possession of all that is possible for him to acquire. He is likely to resent as an imputation on his ability any suggestion of change in his regime that some wandering emigrant from the outer world may chance to suggest; and resorts to the worn out argument, that what was good enough for the parents must be good enough for the children. It is only to the narrow and self-sufficient person that the idea of continual progress and acquirement is distasteful.

The university professor fully realizes the necessity of moving out and widening his circle, consequently it is provided that once in every six or seven years each teacher shall receive his regular salary and go abroad, probably to Europe, and gain new experiences and meet intellects brighter and better trained than his own. Each institution has its peculiar way of thinking. There is an intellectual atmosphere that clothes these different places of learning which is peculiar and distinctive, and if one breathes it too long and continuously it becomes unhealthful. It is necessary to expand and grow larger, it is well to take a swing into the greater world around.

Men of wide culture and intellect, realizing the need of thus broadening their views, have instituted various ways of accomplishing this end. They know that by coming in contact with other bright intellects whose tendencies are different, that they are gaining new points and ideas and seeing new applications of old truths. The various conventions, institutes and summer schools are established for this purpose.

Glance through the columns of any educational journal and you will see notices of many meetings of this character. All sorts and conditions of teachers can meet here and gain what is necessary to their profession; or at least realize that there is much beyond their own little circle. Here nearly extinguished lights can receive new energy and determination, come in touch with leading educators and join in discussions of new ways and means.

Conventions and institutes form a large part of such gatherings. There is little actual instruction given here: it is to the summer schools that we have to look for that. A few years ago a summer school, in the modern sense, was looked on as one of the world's wonders. At the present time there is no educational institution of first rank that has not a summer session. The Chicago University continues the year round, thus giving teachers an opportunity to make good use of their summer vacations.

These schools are productive of the greatest good. Not only do they enable students to continue their courses, but an opportunity



is given those who teach during the school year to gain fresh knowledge and inspirations for another year's work.

As soon as a man ceases to be a systematic student, he ceases to be an effective teacher. In order to gain and hold any degree of success as a teacher, one must be in sympathy with learners, and it is only by nourishing the powers of acquiring in one's self that he can help others to acquire.

It is the conscientious teacher who continually asks: What bearing will this or that study have on my teaching? Yet while a certain amount of professional knowledge is necessary to the teacher, study in one line with one end in view is narrowing. The teacher often teaches more by what he is than by what he knows; and in following out his bent in some line of study that may not be directly applicable to his immediate work, he has broadened himself and has a circumference as well as a centre to his world.

The habit of study is invaluable to a teacher, and every opportunity he has for this should be eagerly embraced. A well-disciplined mind can acquire by itself, to a certain degree, but ordinary students need direction and guidance from more mature and better trained minds.

Briefly, all this is the special office of the summer schools. Their rapid increase in number and attendance shows conclusively that they are necessary to educational growth.

The teacher who would avoid those barriers to intellectual progress, stagnation, routine, indifference to knowledge, minds that "cream and mantle like a standing pool,"—must seek that companionship of men and books which alone insures immunity.

The teacher who has attended the summer school is easily distinguished from his fellow-teacher who has remained in the old rut. The former comes to his work with fresh stores of knowledge, new thoughts and ideas, and a consciousness of being in full sympathy with leading educational views. For an academy or high school teacher a year at some recognized university is needed to wear off, or at least wear into, his scales of self-sufficiency and to lead him to higher thoughts; for the world of development has gone on since his graduation days. He recognizes on his return that he has gained new and valuable acquaintances with men of culture, and feels less egotistical, yet more of a man in consequence. He is satisfied that his money is well invested, for he has bought that which will never wear out nor be lost to him. It is capital that will continually draw interest; capital that can be used always without decreasing in value and that passes current in all parts of the world. "Good intentions, minus intelligence and activity, are locomotives less the wheels and steam."

## NOTES.

## EDUCATIONAL.

The people of Beaver kindly offer to all who attend the summer school at Fort Cameron free hay for their teams and free lodging in the well arranged houses at the Fort for themselves. A large attendance is anticipated.

The Southern Branch of the B. Y. Academy Summer School will be held this year in Fort Cameron, Beaver, and will continue four weeks. A large corps of instructors will be in attendance. There is no better place in Utah for a summer school than Fort Cameron.

The teachers of Sevier county will hold a summer school at Richfield for five weeks, to be followed by a two weeks' official institute. It will begin Monday, May 27, 1895. Prof's. N. L. Nelson, and Jos. L. Horne of the B. Y. Academy have been engaged for the school and Prof. G. H. Brimhall for institute lectures. Prof. Whiting of the University of Utah will also appear in a course of Lectures. Miss Hamblin of Salt Lake City schools will conduct the classes in Primary Methods, and Miss Helen Winters in Physical Culture.

Dr. J. M. Tanner, in a recent address before the teachers of Sanpete county on the New Geography urged that geography be studied exclusively from the standpoint of great cities. All human activity, converges in the city, and he who knows thoroughly the geography of the cities with their vast and far reaching exchanges, gains a related conception of all the industries of mankind. Nor need he study many cities. Ten centres of this kind with their ramifications, will give the student all that is worth burdening the memory with in geography.

Two days' conventions are coming into favor. The Sanpete teachers had such a gathering on May 10 and 11. Dr. J. M. Tanner of Salt Lake City addressed them on the New Geography, and on Libraries: How to acquire and how to use them. Prof. N. L. Nelson treated two subjects, viz: Impression and Expression, and Personal Magnetism. Prof. G. H. Brimhall lectured on The Tests of a Teacher, and Prof. W. E. Rydalc on How to Teach Domestic Science. The two last named gentlemen also delivered popular lectures at Mt. Pleasant and Ephraim, respectively.

The Brigham Young Academy summer school begins its fifth annual session of five weeks, May 27, 1895. Following are the courses offered: School Supervisions; School Management; Theory of Teaching; Child Study; Psychology; History of Education; Methods and Devices; Training School Practice; Normal Drawing; Arithmetic; Algebra, Elementary and Advanced; Trigonometry, Plain and Spherical; Analytical Geometry; Calculus; Physics; Chemistry; Botany; Physical Geography; Physiology; English Grammar; English Literature; Rhetoric; General History; U. S. History; Civil Government; Ethics; Physical Culture; French; German; Latin. In Music the following courses: Piano Classics; Piano Technique; Church Organ; Sight Reading; Voice Culture; Harmony Simplified. In Ladies' Work: Art, Needle Work, Plain Sewing and Dressmaking. A parallel class for children will also be conducted. The faculty consists of ten teachers. The courses in music and mathematics will be continued for ten weeks, should enough students desire them to justify.

*SPECIAL EXCURSION RATES TO ALL POINTS EAST, VIA THE UNION PACIFIC, JUNE 17TH, 1895.*

The following special rates are authorized by the Union Pacific for the sale of round trip tickets June 17th, 1895, from Logan, Ogden, Salt Lake, Provo, Spanish Fork, Park City and points intermediate.

To all Missouri River points	-	-	-	\$30.00
To St. Louis, via direct lines	-	-	-	\$37.50
To Chicago	-	-	-	\$41.50

Tickets will be good for return to September 8th, 1895.

For particulars call on or write to nearest Ticket Agent or

*D. E. Burley, General Agent, Passenger Dept.,  
201 Main St., Salt Lake City.*



The summer school in Manti will go on, so we are informed, though as to whether it will have the same or a similar faculty we are not advised. The counties of Sanpete and Juab voted to hold their official institutes at Manti, and it was this fact that determined the holding of the school. Dr. J. M. Tanner will be in charge.

There was a lively contest between Richfield and Monroe for the Sevier County Summer School. Monroe promised thirty students, and offered their school building free, if they would hold the school there. Richfield made the same offer with the addition of ten more students. It was decided to hold it at the latter place. Circulars of the school are out and everything looks promising for good results.

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#### BRIGHAM YOUNG ACADEMY.

One of the most enthusiastic classes in the Scientific Department was Astronomy.

The military students expect to spend a part of one day next week in target-shooting.

The classes in Chemistry have been well attended, and excellent work has been done.

"Business before pleasure!" The former we have had, now for the latter in huge proportions!

Miss Alice Clark, one of the training normals, will open a kindergarten during the summer school term.

Students in General History B have spent the past month in studying the political history of modern Europe.

The Normal penmanship and drawing classes are engaged in preparing specimens and charts for exhibition.

Elder Reynolds finished his course of lectures on the Book of Mormon for this semester, Tuesday, May 14th.

The geologists are finishing their year's work with a colored geological map of Utah. They are all candidates for graduation.

The commercial and academic students are making extensive preparations for class-day exercises on the 22nd inst.

We are pleased to note that there is quite a number of the Academy Faculty who expect to attend the Teacher's Association at Denver this summer.

The students are all anticipating a fine time during commencement week, and judging from the arrangements that have been made, their hopes will not be blighted.

Prof. Keeler is working on the manuscript for a new text-book on book-keeping. It will contain matter of an up-to-date character on the science and practice of accounts.

The classes in Mechanical and Architectural Drawing have solved the problems of plane figures, isometric and orthographic projections and applications in architectural work.

There have been seven students in Philology A and B. These have done good work in Earle's Philology of the English Tongue, and Sayce's Principles of Comparative Philology.

As is usual the Domestic Science class was one of the largest in the Academy. Thoroughness has characterized the work. One hundred and thirty-four students were registered in this course.

The Field day sports will be held next Saturday, May 18th, on the second ward square. The University base ball team, and Athletic Club will be here, and we expect some very lively contests. This is a new feature in the history of our Utah schools, but we hope that college enthusiasm will increase; and that the students of Provo will royally entertain their guests on that and all other similar occasions.



Circulars are out announcing a summer session of the Commercial College. This will be the third year in which summer courses have been offered. Indications point to a good attendance.

The training class in kindergarten has done good, faithful work this year. Two of the young ladies receive diplomas. Kindergarten methods are progressing as is shown by the work done by the 1895 class.

Next year the new system which allows no regular students to elect courses until their fifth year's work, will be in vogue, and we are certain that it will prove a benefit to the students, and also to the Academy.

The Zoologists have turned room B into a taxidermist's laboratory. Anatomical specimens of snakes and frogs, together with arsenically prepared bird skins are to be found on Prof. Wolfe's desk every morning.

We are pleased to see the bright smiling (?) faces of the students as they enter the classrooms for examinations. It shows that they have confidence in themselves, and are sure that they have mastered the subjects pursued.

Upwards of eighty students have been registered in the commercial College during the present school year, which is the largest number for any one year since its organization. Prospects for the next year are indeed flattering.

Again that wee traitor, Love, has taken one of our students away—Mr. Marion Clinger, who was married to Miss Rebecca Dorius, of Ephraim on the 8th inst. Congratulations Marion. Mr. Clinger leaves the 1st of June on a mission to the Southern States.

Mrs. Craig will attend the National Teachers' convention held in Denver, in July, hoping to hear important branches of the kindergarten discussed. From there she goes direct to Chicago where she will continue her studies in Froebel's principles.

The Botony classes under Prof. Wolfe have made regular excursions every Friday afternoon since April 1st. There are thirty-seven students enrolled. Botany A students are busy with the phanerogamia, while those in Botany B are working in Fungi and Mosses.

Dr. Karl G. Maeser lectured before the Polysophical Society, Friday evening, March 10th. His subject was "A Character Sketch of Jesus Christ." Though we have listened to Dr. Maeser before, we doubt that he has ever delivered a lecture in a more pleasing and forcible manner than he did that evening.

Another year has been added to the college course to take effect next year; two years' work entitles the student to a certificate; three years, to a diploma. The reason for the extension of the course is to give better opportunities for the laying of a broad foundation on which to build a thorough business education.

The almost perfect attendance and prompt preparations of the students in Psychology A, which became so large that it had to be divided into two sections, is indicative of progress in the study of mental science. The work has proceeded along the line of the discovery of laws governing mental development and culture.

The students in standard Geography, have discussed the subject, during the past semester, by the lecture method. After placing diagrams on the black-board, they would appear before the class as instructors each taking a special topic. This method has produced a marked improvement not only in specific information but in expression and personal bearing.

During the past year five students have successfully worked through the requirements of Latin D, having read the first four books of Cæsar's Gallic Wars, the first book of Virgil, and Latin Syntax. Thirteen students in Latin B. have very satisfactorily completed Harkness' Latin Methods, and fifteen chapters of Cæsar. Thirty-three students have done very good work in Latin A, having read half of *Bellum Helveticum*, three chapters of Cæsar, and a number of fables from Phædrus. Five students have taken Greek A, working through half of *Initia Græca*, and portions of St. John's Gospel in Greek.



The interest in Theory of Teaching B, has been intense. Concise lectures, free discussion of Theories and Practices have led to a constant research for facts and their relationship. The course has been an extensive and thorough one—in school organization, school management, class management, making of plans and programs, and in the art of securing and making proper use of attention.

The two large classes in physiology have worked hard and successfully this semester. Their efficiency is attested, (1) by the regular daily class-work; (2) by examining reviews; (3) by their careful drawings; (4) by their diagrams; (5) by their sets of practical notes; (6) by their sustaining an exhaustive examination in the entire field passed over with direct reference to their own notes, diagrams, and drawings.

Mr. Rydalch's class in Church History perpetrated a surprise on him Monday evening, May 13th. The company assembled in the Probert Hall and from there marched to the residence of Mr. Rydalch, and escorted him to the Academy rooms where a fine banquet was spread. The program was interspersed with songs, recitations, toasts, etc. All who participated, pronounced it worthy of remembrance.

Friday morning, May 17, as Prof. Nelson sat before his class in oratory, ready to make critical notes on the orations appointed for the day, the students turned the battery of their eloquence upon his devoted head. Each appeared with a neat little speech complimentary of the methods pursued and the work done, and a beautiful pneumatic inkstand was presented the surprised professor, as a souvenir of the occasion.

Pedagogics B has quite minutely traced the path of pedagogy from the reformation to the present time. The relationship of the various factors of educational evolution has been a matter of special effort and has resulted in placing the student upon an eminence of information from which can be seen clearly the *beginning* from the *end*, and from which also the value of method may be historically examined.

The broadness of educational vigor and the depth of thought manifest by the students of the class in Pedagogics C, give evidence of extensive reading and intensive reflection on the philosophy of education covering the ground of the object of man's existence, of aims in education, of educational periods, of educational capacities, of educational instrumentalities, and of educational processes including the philosophy of method.

The class of Normals in Drawing have studied the principles of landscape and object drawing with applications of parallel and angular perspective, and the drawing of a great variety of figures based on the type forms of geometrical solids, the sphere, hemisphere, cube, cylinder, prism, pyramid, cone, etc. The pupils have made satisfactory progress for the time given and feel encouraged to find drawing so useful an aid in the pursuit of other studies.

The class in shop practice, deserves great credit for the amount of work done for the Academy, as well as for the progress made in the skillful use of tools. Cases, cabinets, tables, benches, and useful pieces of apparatus have been constructed, requiring about the same degree of skill as the work usually done in our home cabinet shops. While no effort has been made to teach a trade, many of the pupils are so far advanced in the use and care of tools that a little study of carpentry will qualify them to be wage-earners in the building trades.

Theology H, consisting of about forty of the leading students, including fifteen young men lately called on missions, has considered the philosophy of the gospel. Most of the members have expressed their surprise that doctrines and ordinances, which they never dreamed of being able to give other than empirical reasons for, are nevertheless so vital a part of the true philosophy of the universe. They feel that they can now as never before, "give a reason for the hope that is within them."

Three courses in penmanship, have been given this semester, one in business writing, one in artistic penmanship, and one for normals with instructions on methods of teaching. The correct swinging muscular movement has been taught in all the classes, and the pupils encouraged to write any slant from standard to vertical and backhand that each finds upon trial best adapted for his purpose. But after repeated trials nearly all in business writing have adopted the forward slant and the modified form of letters adapted to modern business penmanship.



On Monday evening of Commencement week the class in Elocution B, will give an exhibit to which the students and public generally are invited. The program will consist of recitations interspersed with music and songs. The policy of the teacher has been to train each pupil to independent judgement in the choice and rendition of selections. Accordingly the selections to be rendered next Monday evening, will be exclusively the work of the students, the teacher having declined to offer criticism on them.

THE work done in the M. I. Normal Class this semester, has been of a peculiarly demonstrative character, i. e. it has demonstrated the real comprehensiveness of the course, the vital need for it, the imperative necessity of a higher or more advanced character intellectually of the students taking the course, and the wide-spreading and unlimited influence that is being exerted and of necessity must be exerted by the operations of this class. The present class has been a good one. Next year the class will be in session between conferences i. e. from October to April.

Notwithstanding much sickness among the children, eighty-five have been enrolled during the year in the Kindergarten. Twelve have been in regular attendance for two years. Flowers have been analyzed this spring by the tots, which has led to talks, songs, stories and games of various kinds. The last week's work consisted in reviewing the songs, talks, stories and games learned during the year. Great retentiveness of memory was demonstrated by the little ones. The closing exercises were given Friday, May 17. The children spending the afternoon at Mrs. Craig's home where a pole was erected for the May dance.

The class in Oratory was experimental, this being the first semester for the trial of the course. The class consisted of twelve members, all young men. So remarkable has been their improvement that the popularity of the course is assured for next year. These young men have come before the students and public on many occasions, the policy of the teacher being to give every opportunity possible to get practice in public speaking, and during Commencement week an exhibit will be made in which each will deliver an oration the preparation of which from first to last as also the delivery must depend upon his individual judgement.

For thoroughness in the principles and practice of teaching, the present class in Sunday school methods has perhaps excelled the previous ones, and with but few exceptions the members are competent not only to plan and professionally prepare lessons and conduct classes successfully, but also to give instructions to their fellow teachers. How to use the guide, manage meetings, take the lead of recreations, and accomplish self-culture have been the chief features of the work in the Young Ladies' Guide class. Notwithstanding the attendance has been optional it has been one of the largest classes in the Academy and is attended with results that emphatically urge its continuance.

The graduating class in Rhetoric are determined not to be a whit behind their predecessors. Something of the original Greek meaning of Rhetoric has attached to the work in this course for two or three years past. Attention has been paid not only to composition but to the delivery of composition. Accordingly the literary exhibition to be held Tuesday evening of Commencement week will show original work in narratives, descriptions, lectures, orations, poems, etc., and also the improvement made in personal bearing, articulation, and freedom from the vocal defects so common to the school boy age. Part of the conditions is that each student must depend entirely upon his own judgement in the preparation of his work.

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A MULE is a pun on the hoss. Common sense is the instinkt of reason. Politeness has won more viktorys than logick ever haz. What a man kant win with politeness iz out ov the reach ov every thing except a klub. A man has as much rite tew spell a word as it is pronounced as he has to pronounce it the way it ain't spelt.